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ABSTRACT

This teaching unit, The Newspaper, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. This unit, composed of 15 lessons on newspapers, exposes students to the many people and skills required in producing a daily newspaper, focusing on the teamwork involved in production, job appreciation and job opportunities available. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#51

A CAREER UNIT FOR GRADES 5 AND 6

THE NEWSPAPER

(Communications and Media Occupations Career Cluster)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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January, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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THE NEWSPAPER

CONTENTS

	Page
FOREWORD	i
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
ENTRY LEVEL ASSESSMENT	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	3
TASK CARDS 1 through 25	25

Communications and Media Occupations Career Cluster

THE NEWSPAPER

RATIONALE

Most children are interested in and have been exposed to their community newspaper. Through this unit the children will become aware of the many people and skills required in producing a daily newspaper. They will learn of the teamwork involved in production, job opportunities available and job appreciation. Worker/consumer attitude will also be explored.

GOALS

Through this unit the students will:

-Become aware of how the newspaper affects their lives.

-Learn the basic principles a reporter must know to write a news story.

-Become aware of the need for newspaper advertising and the skills involved.

-Learn the significance of the various sections of the newspaper.

-Become aware of the critic's role in writing a review.

-Appreciate the intricacies of stock investment.

-Learn the editor's responsibilities in decision making.

-Relate the school learned skills to the skills used by newspaper personnel.

PERFORMANCE OBJECTIVES

By the end of this unit, most of the students will be able to:

-State examples of how the newspaper affects their lives.

-Identify the 5 "w's" of sample newspaper articles.

-Shop for needed items through newspaper advertisements.

-Conduct and write an interview.

-Identify and describe the occupations related to the newspaper industry.

-Identify the various sections of a newspaper and the skills necessary to write samples from each section.

-Write a review of a T.V. show or concept.

-Invest in stocks and record their outcome.

-Write editorials about controversial topics.

-Identify school learned skills needed in newspaper work.

Note: This unit will be used more effectively if the teacher orders newspapers to coincide with the teaching of this unit. This can be done by calling Barbara Grey of the Bakersfield Californian.

If ordering papers is not possible, probably there are enough students who could bring in "yesterdays" papers in enough quantity that the class could use them in these lessons.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the newspaper:

1. List as many ways the daily newspaper affects your life as you can.

2. List the 5 "w's" a reporter must include in a news story.

3. Tell how the newspaper earns the money to continue publication.

4. Identify 4 sections of your newspaper.

5. Describe how investment in stocks helps companies grow.

6. Explain the difference between a news story and an editorial.

7. Identify 3 school learned skills needed by a newspaper worker.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films and filmstrips as listed.
-Books as listed.
-Film projector, filmstrip projector.
-Permission slips.
-Task cards.
-Tape recorder.
-A variety of paper.

Films:

Newspaper Serves It's Community
City Desk Item
Getting the News
Creating Cartoons

Filmstrips:

You and Your Community
Communication: The Newspaper
Jack Sees the News Made
Print the News

Books:

Title	Dewey Number	Author
I Work on a Newspaper	070	Lent
Let's go to a Newspaper	070	Sootin

AVAILABLE FROM INSTRUCTIONAL RESOURCE CENTER: KERN COUNTY SUPERINTENDENT OF SCHOOLS

Films:
MP 1221 Analyzing Advertising
MP (new) How to Read Newspapers
MP 3444 Newspaper Story
FK 1342 The Finished Newspaper
FK 1372 Preparing News for Print
FK 1377 Reading Daily Newspapers
FK 1404 Understanding Feature Stories
FK 1421 Writing for Newspapers

COMMUNITY RESOURCES

Bakersfield Californian; 1707 Eye Street; 322-5462; Bakersfield; contact Barbara Grey for lecture, demonstrations and possible tour.

INSTRUCTIONAL STRATEGY: LESSONS 1-15

Lesson 1

PURPOSE

To familiarize students with the many interrelated jobs and skills involved in producing a daily newspaper.

MATERIALS

1. Chart paper.
2. Felt pen.
3. List of newspaper workers, Worksheet 1, next page.
4. Task cards.

INTRODUCTION

Say: "Today we will begin our study of the different jobs involved in producing our daily newspaper. I wonder how many kinds of newspaper workers we can name that make our daily newspaper possible. Think of all the people needed from the time the news event happens, to the time the paper reaches your door."

CLASS ACTIVITIES

1. List categories of newspaper jobs on chart paper as they are mentioned by class (see complete list, next page.) Complete the list, adding jobs students omitted.
2. Discuss function of each job. Encourage speculation about each job's responsibilities.
3. Encourage students to volunteer personal experiences or encounters relating to each job.

SUMMARY

Say: "Look again at the list of the many workers who make our daily newspaper possible. In our next lesson we will learn more specifically the responsibility and excitement these jobs involve."

Worksheet 1

List of Newspaper Related Jobs:

Reporter

Editor

Proofreader

Columnist

Artist

Cartoonist

Sports Writer

Truck Driver

Newspaper Boy

Type Setter

Photographer

Critic

Feature Writer

Ad Man

Lesson 2

PURPOSE To familiarize students with the different sections of the daily newspaper.

MATERIALS

1. The Bakersfield Californian
   or
   a local newspaper.
2. Task cards.

INTRODUCTION Say: "Yesterday we discussed the many jobs necessary to produce a daily paper. Today we will examine the various sections of our local newspaper."

CLASS ACTIVITIES

1. Point out the table of contents at the bottom of page one. Discuss how the two symbols represent the section and page number for that section.
2. Have the students separate their paper into its sections, observing what each section contains.
3. Call on individual students to locate various newspaper features you name.
4. Give the students time to examine the newspaper on their own to make their own discoveries.
5. Do task cards.

SUMMARY Have students read or discuss the various articles or features they discovered on their own.

Lessons 3 and 14

PURPOSE — To familiarize students with the financial section of the newspaper, and to show them the excitement of playing the stock market.

MATERIALS

1. Worksheet 2, next page.
2. Pencils.
3. Calculator or adding machine (would help but is not mandatory.)
4. Financial Section of the newspaper.

INTRODUCTION — Say: "Today we are going to invest in stocks with $1,000.00, which I will give to each of you. We will concentrate on the New York Stock Exchange only. We will use as our price, the closing cost of the stock, and you may buy as many shares of each stock as you like, as long as you don't exceed $1,000.00. In several weeks I will return your stock information sheet to you. We will then check our stocks and closing costs and see if we gained or lost money."

CLASS ACTIVITIES

1. Discuss what stocks are - That they enable people to invest money in a company and share its profits and losses.
2. Pass out the Financial Section and show the New York Stock Exchange and the closing costs you will be using.
3. Have students invest up to $1,000.00 on the worksheet and hand the worksheet to you.

SUMMARY — Discuss what stocks they bought. Discuss why buying stocks can sometimes be exciting, but other times be a danger.

WORKSHEET 2

INVESTING IN STOCKS

Stock	Am't. of shares	Price	Stock	Am't. of Shares	Price

= total

= total

Lesson 4

PURPOSE

To enable students to pick out the important facts in a newspaper article, and understand the importance of answering who, what, when, where and why.

MATERIALS

1. Pencils.
2. Worksheet 3, next page.
3. Task cards.

INTRODUCTION

Say: "Today we are going to examine a news story and learn to pick out the important facts. What important questions must a news story answer to satisfy the reader's interest?"

CLASS ACTIVITIES

1. Pass out ditto of Worksheet 3, next page, "Boy Saves Brother".
2. Have a student read it aloud.
3. Students should answer the questions on the paper.
4. Do task cards.

SUMMARY

Discuss why it is necessary to include particular facts in a news story. "What are the questions this story answered that should be answered in all news articles?"

WORKSHEET 3

Name _____

Boy Saves Brother

Jeff Bains bravely jumped into the deep end of his neighborhood pool, Friday to save the life of his 3 year old brother. Twelve year old Jeff said that his younger brother, Raymond, was bumped by mistake by another child and fell backward into six feet of water. Raymond, who couldn't swim, began thrashing about and screaming. Hearing his brother, Jeff jumped into the water and pulled Raymond to the side of the pool. Mouth to mouth resuscitation was not necessary. Raymond was uninjured. The brothers are the children of Mr. and Mrs. Clifford Bains of Voltaire Street in Bakersfield.

1. Where did the accident take place?

_____

2. When did it occur?

_____

3. Who was involved in the accident?

_____

4. Briefly describe the actual accident, that is, what exactly took place?

_____

_____

_____

5. Why did Raymond fall into the pool?

_____

11

Lesson 5

PURPOSE

To enable students to recognize the important facts a news reporter must include in every article. To familiarize students with the reporter's job.

MATERIALS

1. Pencils.
2. Plain white paper.
3. Scissors.
4. Paste or glue.
5. Rulers.
6. Task cards.

INTRODUCTION

Say: "Yesterday we learned to recognize the important who, what, why, where, and when facts in a news story. Today we will examine real news stories from our newspapers, and show that these facts are all represented in the story."

CLASS ACTIVITIES

1. Have students examine their newspapers for a news story that interests them.
2. Cut story from newspaper and glue it to a white background.
3. Draw a line from each who, what, why, when, and where sentence and label which question that sentence is answering.
4. Do task cards.

SUMMARY

Have students read their articles and discuss which sentences answer the questions: who, what, when, where, and why.

Lesson 6

PURPOSE To acquaint students with the reporter's responsibility of getting the facts and making them into an interesting news article.

MATERIALS

1. Pencil.
2. Lined paper.
3. Worksheet 4, next page.

INTRODUCTION Say: "In the past lessons we have learned of the important facts a reporter must include in his news article. Today we will have the opportunity of writing our own news article after examining the basic facts."

CLASS ACTIVITIES

1. Review the 5 "w's" of news reporting.
2. Have a student read the facts presented in Worksheet 4.
3. Have students write the facts into a readable article, emphasizing the importance of sticking to the real facts.

SUMMARY

1. Have students read their stories.
2. Discuss the next day's visitor. Talk over the questions they may want to ask.

WORKSHEET 4

WHO - WHAT - WHEN - WHERE - WHY

Who: Mr. and Mrs. James McDonald, driving in their family station wagon.

What: Spotted a strange blue light in the sky. The object whirled close to the car and made beeping sounds.

When: Saturday night about 11, while returning from a party.

Where: On Interstate #5, north of Bakersfield.

Why: When asked why their car was singled out by the UFO, Mrs. McDonald said, "Well our car was the only one in sight at the time. I imagine the people in the UFO wanted to see us without drawing a big crowd."

"Both Mr. and Mrs. McDonald had attended a party in downtown Bakersfield and admitted to having a number of drinks."

Lesson 7

PURPOSE To familiarize students with the operation of the Bakersfield Californian or the local newspaper.

MATERIALS

1. Sample form letter to guest speaker (next page). Letter should be mailed after telephone contact.
2. Guest speaker arrangements made well in advance.*

INTRODUCTION Say: "Our visitor today is _____ from the Bakersfield Californian. He/she is going to talk to us about his job as a newspaper reporter."

CLASS ACTIVITIES

1. Listen to talk by visitor.**
2. Question and answer session.

SUMMARY

1. Children should discuss what they learned about newspaper reporting.
2. The class should write individual letters thanking the reporter for the visit. Each student should mention at least one thing he/she learned and/or one thing that was especially interesting.

*See Community Resources section for information about contacting the Bakersfield Californian for a speaker. You may wish to contact smaller local newspapers.

**If the teacher is unable to get a reporter or newspaper worker to come in, perhaps the children could write letters with their questions and send them to someone willing to answer.

Suggested Questions to Interviewees

1. What do you do in your job?

2. What kind of training did you have, to prepare you for your job?

3. What are some advantages of your job?

4. What are some disadvantages?

5. What school subjects are necessary to prepare students who would like to do newspaper work?

Lesson 8

PURPOSE

To enable the students to learn the difference between a news article and an editorial, and to give them the experience of the responsibility the editor faces in writing his own opinion.

MATERIALS

1. Editorial section of the newspaper.
2. Pencils.
3. Paper.
4. Worksheet 5, next page.

INTRODUCTION

Say: "In three of our lessons we examined news articles in which the reporter relates facts without telling the reader how he feels about the event. Today we will read some editorials to learn the opinion of the editor on important issues. Then we will attempt to take on the job of editor and write our own editorials."

CLASS ACTIVITIES

1. Distribute newspapers and select students to read the editorials.
2. Discuss what the editor is saying.
3. Have them write their own editorial using suggestions from Worksheet 5.

SUMMARY

1. Have students read their editorials to the class.
2. Discuss the impact their editorial might have when published.

Worksheet 5

Topics for Editorials:

Students - Choose one of these topics and state your opinion. If you have thought of a different topic to write about, that is fine. Be sure to take only one side of the question. Give your opinion lots of support.

1. Do we need a school dress code?
2. Should people (other than police officers) be allowed to own guns?
3. Must dogs be required to wear leashes?
4. Should violence be allowed on TV?
5. Should women be allowed to participate on athletic teams with men?

Lessons 9 and 10

PURPOSE

To familiarize students with the essentials of a good interview and to enable the students to understand the poise and preparation an interviewer must demonstrate in conducting an effective interview.

MATERIALS

1. Paper.
2. Pencil.
3. Worksheet 6, next page.

INTRODUCTION

Say: "Reporters, besides writing news articles sometimes have the responsibility of interviewing or telling about an important person. He/she must know some of the questions to ask beforehand so the interview is relaxed and smooth."

CLASS ACTIVITIES

1. Discuss what questions about their partner might interest the class.
2. Have the students practice on each other today by pairing off in groups of two. First one child interviews the other, and then the process is reversed.
3. Have students read the interviews they did of one another.
4. Discuss what is especially interesting about each interview and what could have been left out.
5. Pass out interview sheets for the next lesson. Tell students that they must interview an adult, although it may be a parent, teacher, or neighbor. Remind them that if they are serious about their interview, their interview will be taken seriously. Mention that they need not stick to questions on the interview sheet, that they are merely suggestions to follow.
6. Conduct interviews at home.

SUMMARY

1. Listen to interviews conducted at home.
2. Respond to interviews.

WORKSHEET #6

INTERVIEW

Name_____

Who?_____

Their occupation_____

A person they admire_____

Why?_____

_____

_____

_____

Favorite sport or activity_____

_____

Favorite book or movie_____

_____

What exciting adventure have they experienced?_____

_____

_____

_____

_____

_____

_____

Describe what they look like - but do this later, not during the interview._____

_____

_____

_____

_____

_____

Lessons 11 and 12

PURPOSE For the students to better understand the difficult and important role of a critic who must attend movies, plays, and concerts and write reviews.

MATERIALS

1. Worksheet 7, next page.
2. Task cards.

INTRODUCTION Say: "The role of a critic requires time and knowledge. We are going to review a T.V. show and learn some of the things a critic must do."

CLASS ACTIVITIES Pass out worksheet 7. Have students discuss each item. They must know what a "set" is, and what "dialogue" means in order to do this.

SUMMARY Tell students they will be reviewing a particular show (any show you or they choose) to report on next time. If any students will be attending a play or a concert before the next lesson this would be an excellent alternative.

Day 2

INTRODUCTION Say: "Today we will take the role of the critic and hear each other's reviews."

CLASS ACTIVITIES

1. Listen to reviews.
2. Comment on each other's reactions to the show they reviewed.

SUMMARY

1. Discuss the things a critic must know in order to do his/her job correctly.
2. Discuss why a critic might be unpopular with some people. Who might these people be?
3. Discuss what impact a critic's opinion could have on the success of a play or movie.

WORKSHEET 7

Name _____

Set Design (How well is the set or stage decorated?):

_____

_____

Costumes (Were they appropriate and well done?):

_____

_____

Music (Were there songs? Were there too many or too few? Were their voices good?):

_____

_____

Dialogue (Were the jokes and skits funny?):

_____

_____

Was the show something the whole family could enjoy?

_____

_____

Guests (Who were they? Were they entertaining?):

_____

_____

Anything else?

_____

_____

Lesson 13

PURPOSE — Field trip to acquaint students to the actual printing and writing of their daily newspaper.

MATERIALS — Call the Bakersfield Californian in advance for this trip. The tour lasts one hour and shows the editorial department, composing room, mail room, plate-making room, wire service and presses. There is no charge for this tour. Remember permission slips.*

INTRODUCTION — Say: "Today we will be visiting a real newspaper office. Be observant as you are shown the various offices. Think of questions you want answered as you observe different things."

CLASS ACTIVITIES

1. Tour newspaper building.
2. Question and answer with tour guide should follow.

SUMMARY

1. Discuss the difference in seeing such things in movies and books and actually being there.
2. Have the students write thank you notes to the newspaper mentioning at least one new thing they learned, and/or something that especially interested them.

*The field trip will be a follow-up activity resulting from the visit and activities planned with the contact from the Bakersfield Californian.

Lesson 14 cont. of Lesson 3

PURPOSE — To see if the students gained or lost in their stock investments and to create an interest and understanding in the financial section of the newspaper.

MATERIALS

1. Worksheet 2, from Lesson 3.
2. Pencil.
3. Adding machine (optional).
4. Newspaper.

INTRODUCTION — Say: "Today I will pass back your stock-buying paper. We will check the closing cost of each stock you bought previously, add the total and compare with the day you bought them."

CLASS ACTIVITIES

1. Children will recheck stocks they bought and record new totals.
2. They will compare new totals with the old totals.

SUMMARY — Class Discussion: Did they gain or lose? Why must people be careful not to invest more than they can afford to lose? How does investing help our country?

Lesson 15

PURPOSE To evaluate the class awareness of the newspaper and it's operation.

MATERIALS

1. Entry Level Assessment.
2. Tape recorder
   or
   Duplicated copies of test.
3. Results of pre-test.

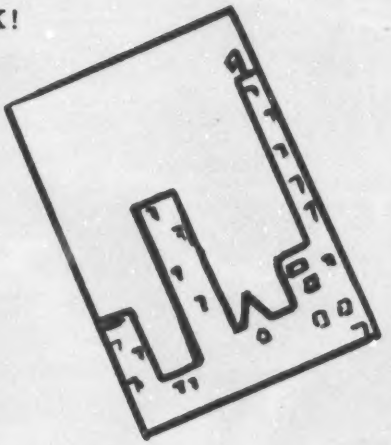
INTRODUCTION Say: "Today we'll find out how much we've learned about the newspaper."

CLASS ACTIVITIES

1. Discuss pre-test and tape record responses.
   or
2. Written test.

SUMMARY Students should feel free to discuss what they liked or disliked about the unit on the Newspaper.

MAKE A NOTEBOOK!



You need:

1. construction paper
2. staples
3. old newspapers
4. glue
5. scissors

Make a notebook of the many papers you're doing in this class. You may assemble the papers and staple on a cover and back. Decorate the cover with newspaper cut into a silhouette of a city. Draw in windows.

TREASURE HUNT

You need:

1. A newspaper for each who plays
2. Three or more people

One person looks through the entire newspaper finding questions from each section. He or she writes down the questions, but the answers must be kept separate. When 12 questions are found, the players have 20 minutes to look through the newspaper to find the answers. The player with the most correct answers wins.

Sample questions could be:

1. What is the main headline?
2. Will the weather be cloudy or sunny?
3. What advice did "Dear Abby" give to the teenager who had to share her room?
4. Why did "Dennis the Menace" have to run from Mr. Wilson?
5. What page begins the "Women's Section"?
6. How many pages give Sports information?

and so on . . .

CARTOON WRITING

You need:

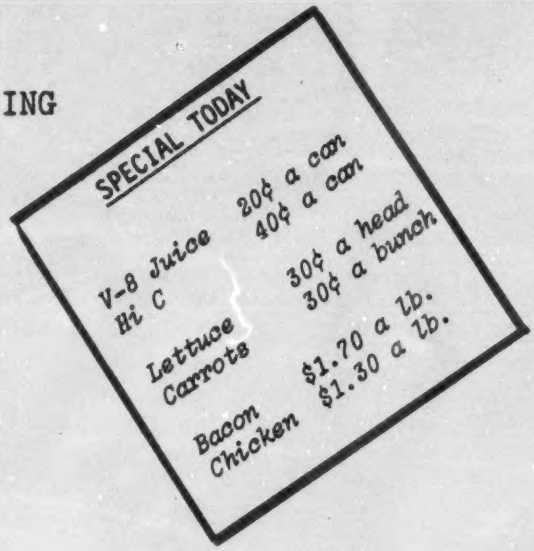
1. Two or more people
2. Comic section of newspaper
3. Pencils
4. Paper

Have one student draw a cartoon from the newspaper with the pictures but not the words. Have the others try to supply words that are funny and make sense. Now have the other student draw the cartoon while his friend fills in the words.

If this comes easily to you, try writing the words and drawing the picture completely on your own!

Share your results with the class.

ADVERTISING



You need:

1. paper
2. pencil
3. newspaper that has the grocery store advertisements.

You have 50 dollars to spend to feed a family of two adults and two teenagers for a week. You may take only one day to visit the markets for your week's supply, so don't forget anything! Be sure to list quantity and cost.

FOOD	How much cost
chicken	2 lbs. $2.60
milk	2 gal. $2.00

ADVERTISING

You need:

1. paper (plain white)
2. pencil
3. crayons
4. If handy:

   magazine pictures
   glue
   scissors

Decide what you'd like to sell, the cost, and the name of your store. Draw up a newspaper advertisement that will attract customers. A newspaper makes most of its money by selling advertising space, so be sure your advertisement is well thought out. Include a drawn or cut out picture to represent the product you're selling.

Share your advertisement with the class.

PROOFREADING

You need:

1. paper
2. pencil

Proofreaders have the hard job of checking all items that will appear in the newspaper for spelling errors, grammar mistakes, punctuation errors or anything that might make the article difficult to understand. Read the article below. Copy it onto another paper correcting the errors. Did you find 10?

Navy hellicopters and planes will be flying at lower attitudes over Bakersfield on sunday to assist in radar adjustments aboard the ship named constellation.

The air station where the Constelation is berthed, said the low flites are needed to check radar problems.

tomorrow and friday, helicopters will be operating around the carrier, while other planes will be involved Sunday.

The flights are being scheduled for afternon hours hours to reduce the noise level on homes in the area

CLASSROOM NEWSPAPER

You need:

1. paper
2. pencils
3. several reporters
4. ditto masters and paper
5. staples

Here is your chance to become a reporter. Talk to students in your classroom. Find out interesting facts to put in your paper. For example, was a new baby added to their family this year, did someone's softball team win their game, is their scout troop planning a field trip, etc.

Also have someone write up some jokes or draw cartoons. Someone could review a school play or assembly. You could even include an advice column.

After your items have been written and proofread, carefully write them onto a ditto. The dittos can be run off, and the papers stapled and passed out to your classmates. It takes a lot of hard work but it's a great thrill to see your work in print.

WHAT KINDS OF INFORMATION DOES A NEWSPAPER GIVE?

You need:

1. A clock or a timer
2. Pencils
3. Paper
4. Three or more players

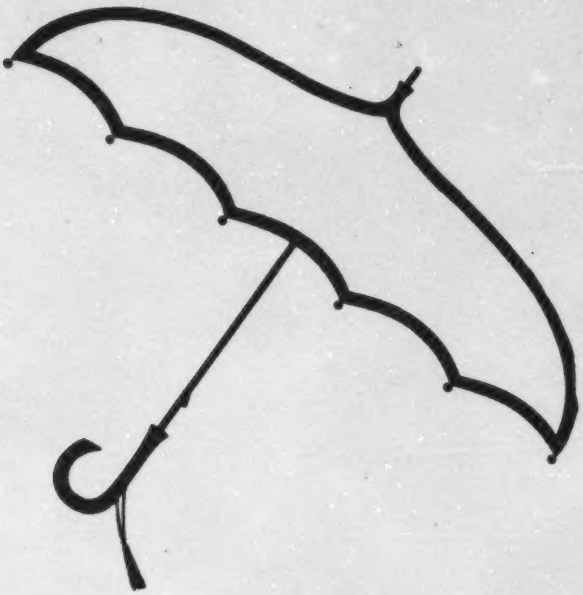
Once the timer is set you will have three minutes to list as many kinds of information a newspaper tells as you can. Some examples to start you off are: sports and weather. Add to your list until three minutes are up. Compare lists. See who has the most items listed.

EXTRA! EXTRA! READ ALL ABOUT IT!

You need:

1. pencil
2. paper

Has your name ever appeared in the newspaper? Write a paragraph or story telling why it was there. Did the newspaper get all the facts correct? Share your information with the class.



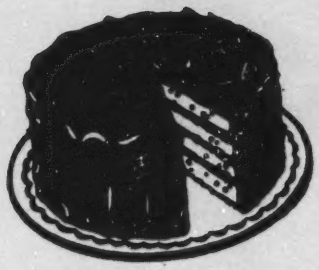
WEATHER

You need:

1. paper
2. pencil
3. newspapers for a week

A newspaper gives weather information every day. Even with their expensive and complicated equipment, the weather is difficult to predict. Keep track of the newspaper weather forecast every day for a week. Write down each day if the newspaper was correct in its prediction. Share your findings with the class.

RECIPES



You need:

1. scissors
2. newspaper
3. cooking materials

Newspapers often contain recipes. Usually they are in the Women's Section of the newspaper. Cut out a recipe and prepare it for the class. When you distribute your treat, copy your recipe onto the board so others can use it also.

LETTER TO THE EDITOR

You need:

1. pencil
2. paper
3. worksheet #5

Look over the editorial topics on worksheet #5. Pick a topic or write about something you feel is important. Remember to make your thoughts clear. Have an adult proofread your letter. Send it to the newspaper. You may see your name in print!

NEWS MAKES HISTORY

You need:

1. scissors
2. newspaper

Much of the news in a newspaper is important today, but is forgotten very soon. Some items are so important they will still be remembered and talked about years from now. Take the front page section of the newspaper. See if you can find articles that will still be remembered ten years from now. Share your ideas with your class. Give reasons for your decisions.

HEADLINES

You need:

1. paper
2. pencils
3. scissors
4. newspaper
5. two people

Headlines are an important part of every newspaper. They attract the reader to a particular story that will interest him or her. Clip five articles from the newspaper without their headlines. Have your partner write headlines for your articles. Then have your partner clip articles and you write the headlines.

SEASON OPENS!

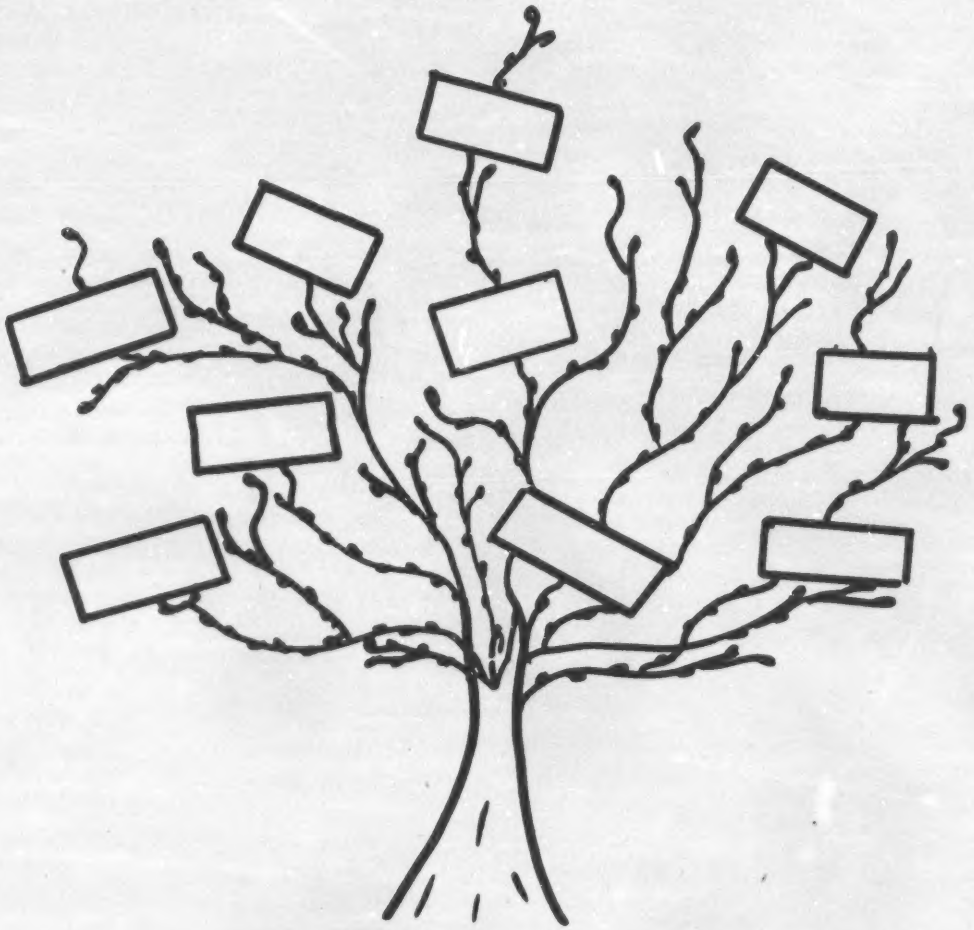
REPORTING

You need:

1. paper
2. pencil

Locate an exciting event that has happened in your school, community, or family. Get the basic facts and write them into a news story. Make a headline, and be sure to proofread. Share your story with your class.

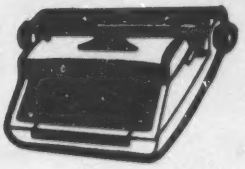
MAKE A NEWSPAPER TREE

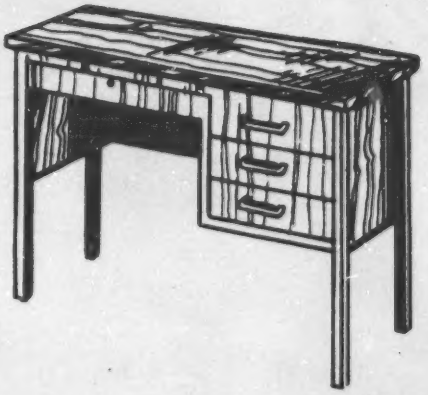


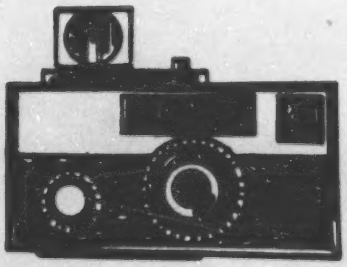
Make a newspaper tree. Fill it with 10 people necessary to the functioning of a newspaper.

NEWSPAPER EQUIPMENT

List five or more pieces of equipment used in producing a newspaper. Write a brief statement telling how each is used.







READING, RITING, RITHMETIC

You need:

1. Pencil
2. Paper

Choose a newspaper worker. Consider school-learned skills needed to do his or her job correctly. How would the person you've chosen need to use . . .

Writing

Reading

Spelling

Speaking

Social Skills

BOOK REVIEW

You need:

1. pencil
2. paper
3. book: I Work on a Newspaper, by Henry Lent

Read the book listed above. Write a review or a book report about the book. Did it tell you anything you didn't already know? What was especially interesting about your book? Share your report with the class.

"PRESSED" FOR TIME!

You need:

1. Pencil
2. Paper
3. Encyclopedia

The newspaper would never have progressed to what it is today without the invention developed by Johann Gutenberg. Look up Gutenberg in the encyclopedia and prepare a report to read to your class.

CLASSIFIED ADVERTISING

You need:

1. Pencil
2. Paper
3. Classified section of newspaper

Newspapers are useful to many people looking for jobs, selling unwanted items, and trying to find certain items to buy. Check the Classified Section of your newspaper. List three jobs in the Want Ads that you think sound interesting. Find two things you would like to buy that you saw in the Classified Section. Find a house for sale you'd like to live in!

NEWSPAPER TERMS

You need:

1. Paper
2. Pencil
3. Book: Let's Go To A Newspaper or any book containing newspaper words.

Newspaper men and women use terms in their work that most people are not familiar with. Use the book listed above, or another book about newspapers to define these words. Tell how these words are used in a newspaper office.

Beat

Deadline

Dummy

Form

Galley

Make-up

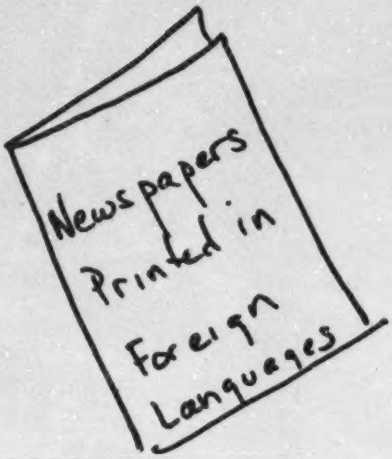
Mat

Morgue

Newsprint

Plate

Slug



NEWSPAPERS PRINTED IN FOREIGN LANGUAGES

You need:

1. paper
2. scissors
3. paste
4. telephone

Newspapers are printed in a large number of foreign languages even in this country. Place a telephone call to a local newspaper to see if it is printed in a language other than English. Make a class scrapbook. Put samples of articles or pamphlets or news- written in a foreign language in it. Be sure to label the samples.

SPEAK A NEW LANGUAGE!!

Use this code:

A = He	G = El	M = Ke	S = Ot	Y = Me
B = Ib	H = De	N = Ze	T = Pl	Z = Nu
C = Le	I = Fe	O = Yo	U = Se	
D = Ga	J = Be	P = Xe	V = To	
E = Ol	K = Hi	Q = Wo	W = Re	
F = Co	L = Ju	R = Ve	X = Qu	

Newspapers are important in all literate countries, not only in the United States. One way to know what is going on in other countries is to read the newspapers published in those countries. If you want to read a paper from other countries, you must know the language of that country. Share something written in a foreign language with the class. Plan a newspaper article written in an imaginary language about some event that has recently taken place at school. Make up your own language. Be sure you can translate your article into English. Read it to the class.